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ABSTRACT

This directory is a revised listing of projects funded by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education. It includes the addresses, telephone numbers, mission statements, major activities, key staff, and OERI liaison of the 9 regional educational laboratories, the 19 national research and development centers, the 16 Educational Resources Information Center (ERIC) clearinghouses, the ERIC Processing and Reference Facility, the ERIC Document Reproduction Service, the National Education Longitudinal Study of 1988, and the National Assessment of Educational Progress. (MES)

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Office of Educational Research and Improvement
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ED295603

Institutional Projects

Funded by OERI

U.S. Department of Education
Office of Educational Research and Improvement
Information Services
February 1988

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Emerson J. Elliott
Director

Information Services
Ray Fields
Director

Preface

Originally issued in December 1986, this directory is a revised listing of projects funded by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education. It includes the addresses, telephone numbers, mission statements, major activities, and key staff of the regional educational laboratories, the national research and development centers, the ERIC clearinghouses, the National Assessment of Educational Progress, and the National Education Longitudinal Study of 1988. Also included are the OERI project officers monitoring the projects for the Federal Government.

This directory was prepared by Elizabeth T. Payer, Information Services.

Information Office

The Information Office is staffed with statisticians and education information specialists who can answer questions about education statistics, research, technology, and practice, particularly as they relate to programs in the Office of Educational Research and Improvement.

To contact our Information Office, call toll free (800) 424-1616 (in the Washington Metropolitan Area call 626-9854) or write: Information Office, Room 300, 555 New Jersey Avenue, NW, Washington, D.C. 20208-1325.

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Center

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Directory of OERI Senior Staff

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Vacant

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and Senior Advisor to the Assistant Secretary
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Director, Higher Education and Adult Learning Division
Salvatore Corrallo ____ (202) 357-6243
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James Carper ____ (202) 357-6223

Programs for the Improvement of Practice

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Director, Recognition Division
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Acting Director, Research Applications Division
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Director, Educational Networks Division
David P. Mack ____ (202) 357-6116

Library Programs

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Senior Program Coordinator
Vacant
Director, Public Library Support Staff
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Director, Library Development Staff
Frank A. Stevens ____ (202) 357-6315

Center for Education Statistics

Director
Emerson J. Elliott ____ (202) 357-6828
Assistant Director
Nancy-Jane Stubbs ____ (202) 357-6839

Center for Education Statistics

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and Analysis Division
Paul R. Hall ——— (202) 357-6395
Director, Elementary & Secondary Education
Statistics Division
Paul D. Planchon ——— (202) 357-6614
Director, Postsecondary Education Statistics Division
Samuel S. Peng ——— (202) 357-6354
Director, Elementary/Secondary Outcomes Division
David A. Sweet ——— (202) 357-6761

Regional Educational Laboratories: Mission and Functions

OERI funds nine regional laboratories which carry out applied research, development, and technical assistance for educators, parents, and decisionmakers in the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and the Pacific Basin Region. Each laboratory serves a geographic region and is governed by an independent board of directors.

Laboratories plan programs through an ongoing assessment of regional needs, a knowledge of the current trends in research and practice, and interaction with the many other agencies and institutions that assist communities and schools with educational improvement. Improving schools and classrooms is the goal of the laboratories, a goal they carry out through a common set of five tasks or functions:

- Working with other regional organizations to apply research and improve schools. Partner organizations include State departments of education, intermediate school districts and intradistrict collaboratives, universities, colleges, and State associations of educators and parents.
- Assisting State-level policymakers on the implications of educational research and practice for policies and programs.
- Conducting applied research and developing materials, programs, and publications that support the mission of school and classroom improvement.
- Collaborating with other laboratories, research centers, and national associations to extend and enhance related research and development.
- Developing effective internal management, governance, planning, and self-evaluation, as well as reviewing regional needs and developments.

OERI Team Leader for the Regional Educational Laboratory Program:

Barbara Lieb-Brilhart
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6186

Appalachia Educational Laboratory, Inc. (AEL)

1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325
(304) 347-0400

Board President: Henry Marockie
Executive Director: Terry L. Eidell
Deputy Executive Director: Jack Sanders

States Served: Kentucky, Tennessee, Virginia, and West Virginia.

Task		Key Staff
Task I:	Governance	Terry L. Eidell
Task II:	School Improvement	Jack Sanders
Task III:	State Policy	Pamela B. Lutz
Task IV:	R&D Resources	Terry L. Eidell
Task V:	Collaboration	Jack Sanders

Major Activities	
Classroom Instruction	Jane Hange
School Governance and Administration	Sandra R. Orletsky
Policy and Planning Center	Pamela B. Lutz
Professional Preparation and Research	Terry L. Eidell
Regional Liaison Center	Betty Harris James
School Service Center	Jack Sanders
Rural and Small Schools	Todd Strohmenger

OERI Institutional Liaison: Richard Lallmang
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6274

Far West Laboratory for Educational Research and Development (FWL)

1855 Folsom Street
San Francisco, California 94103
(415) 565-3000/3125/3115

Board President: Gerald J. Dadey
Executive Director: Dean H. Nafziger
Director of Regional Programs: Robert M. Peterson

States Served: Arizona, California, Nevada, and Utah.

Task		Key Staff
Task I:	Governance	Robert M. Peterson
Task II:	School Improvement	Nikola N. Filby
Task III:	State Policy	Robert M. Peterson
Task IV:	R&D Resources	C. Lynn Jenks
Task V:	Collaboration	Stanley H. L. Chow

Major Activities	
Teaching and Learning	John R. Mergendoller
Improving Organizational Effectiveness	C. Lynn Jenks
Professional Preparation and Development	Carolyn S. Cates
Students at Risk	Larry F. Guthrie
Center for Educational Policy	Robert M. Peterson
Southern Service Center	Roger Dash
Rural and Small Schools	Stanley H. L. Chow
Planning and Evaluation	Paul D. Hood
Publication Services	Donna Bellorado

OERI Institutional Liaison: Cheryl Garnette
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6116

Mid-Continent Regional Educational Laboratory (McREL)

Denver Office

12500 East Iliff, Suite 201
Aurora, Colorado 80014
(303) 337-0990

Kansas City Office

4709 Belleview Avenue
Kansas City, Missouri 64112
(816) 756-2401

Board Chairman: John Prasch
Executive Director: Larry Hutchins (Denver Office)
Principal Investigator: Toni Haas (Denver Office)

States Served: Colorado, Kansas, Nebraska, Missouri, Wyoming, North Dakota, and South Dakota.

Task		Key Staff
Task I:	Governance	Toni Haas (Denver)
Task II:	School Improvement	Susan Everson (Kansas City)
Task III:	State Policy	Shirley McCune (Denver)
Task IV:	R&D Resources	Robert Ewy (Denver)
Task V:	Collaboration	Toni Haas (Denver)

Major Activities	
Foster regional communication	Toni Haas
Disseminate information, foster networks, and provide technical assistance to improve educational practice	Susan Everson
Strengthen the region's capacity to design and implement policies that support school improvement	Shirley McCune
Develop databases on economic, social political, and educational trends in the region	Shirley McCune

Major Activities	Key Staff
Develop new resources aimed at improving education for students most in need	Robert Ewy
Rural and Small Schools	Paul Nachtigal

OERI Institutional Liaison: Carol Mitchell
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6128

North Central Regional Educational Laboratory (NCREL)

295 Emroy Avenue
Elmhurst, Illinois 60126
(312) 941-7677

Board President: Ted Sanders
Executive Director: Jane Arends
Director, Office of Regional Programs: David Lidstrom
Director, Office of R&D Resources: Judson Hixson
Director, Institutional Collaboration & Development: Beau Jones Davis
Director, Rural Education: Larry Friedman

States Served: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.

Task		Key Staff
Task I:	Governance	Jane Arends
Task II:	School Improvement	David Lidstrom
Task III:	State Policy	David Lidstrom
Task IV:	R&D Resources	Judson Hixson
Task V:	Collaboration	Beau Jones Davis

Major Activities

Improving Student Performance

Strengthening the Quality of Instruction

Developing the Education Professions

Rural and Small Schools

OERI Institutional Liaison: Haroldie Spriggs
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6143

Northwest Regional Educational Laboratory (NWREL)

101 S.W. Main Street, Suite 500
Portland, Oregon 97204
(503) 275-9500

Board President: Barney C. Parker
Executive Director: Robert R. Rath
Associate Director: Ethel Simon-McWilliams

Areas Served: Alaska, Idaho, Montana, Oregon, Washington, American Samoa, Guam, Hawaii, and the Northern Mariana Islands.

Major Activities	Key Staff
Assessment and Evaluation	Gary Estes
Cultural Understanding and Equity	Ethel Simon-McWilliams
Business and Human Resource Agencies	Larry McClure
Professional Development	John Mahaffy
Rural and Small Schools	Steve Nelson
School Improvement	Bob Blum
Technology	Don Holznagel

Laboratory Program Areas	
Education and Work	Larry McClure
Evaluation and Assessment	Gary Estes
Institutional Development and Communication	Jerry Kirkpatrick
Literacy and Language	Steve Reder
Planning and Service Coordination	Rex Hagans
R&D for Indian Education	Joe Coburn
School Improvement Program	Bob Blum

Laboratory Program Areas	Key Staff
Technology Program	Don Holznagel
Western Center for Drug-Free Schools and Communities	Judy Johnson

For information about specific OERI sponsored tasks or projects, please contact the Office of the Executive Director.

OERI Institutional Liaison:

Marshall Sashkin
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6120

Regional Laboratory for Educational Improvement of the Northeast and Islands

290 South Main Street
Andover, Massachusetts 01810
(617) 470-0098

Board Chair: Margaretta Edwards
Executive Director: David P. Crandall

Areas Served: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, and the Virgin Islands.

Task		Key Staff
Task I:	Governance	David P. Crandall
Task II:	School Improvement	Leslie F. Hergert
Task III:	State Policy	Richard E. Basom, Jr.
Task IV:	R&D Resources	Susan Loucks-Horsley
Task V:	Collaboration	David P. Crandall

Major Activities	
Leadership for School Improvement	Leslie F. Hergert
Teacher Development	Susan Loucks-Horsley
Public Policy for School Improvement	Richard E. Basom, Jr.
At-Risk Youth	Leslie F. Hergert
Rural and Small Schools	Michael Mayo
Program Governance and Support	Glen Harvey

OERI Institutional Liaison: John C. Egermeier
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6119

Research for Better Schools (RBS)

444 North Third Street
Philadelphia, Pennsylvania 19123
(215) 574-9300

Board President: Fred E. Means
Executive Director: John E. Hopkins
Associate Director: John A. Connolly

Areas Served: Delaware, District of Columbia, Maryland, Pennsylvania, and New Jersey.

Task		Key Staff
Task I:	Governance	Kathleen Lindenhofen
Task II:	School Improvement	Arnold Webb
Task III:	State Policy	Richard A. McCann
Task IV:	R&D Resources	Ronald L. Houston
Task V:	Collaboration	Barbara Z. Presseisen

Major Activities	
Institutional Development	Joan L. Buttram
Cooperative School Improvement	Arnold Webb
State Leadership Assistance	Richard A. McCann
Applied Research	Bruce Wilson
Products for Special Populations	Ronald L. Houston
National Networking	Barbara Z. Presseisen
Rural and Small Schools	Joseph J. D'Amico

OERI Institutional Liaison: Carter H. Collins
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6121

Southeastern Educational Improvement Laboratory (SEIL)

P.O. Box 12746
200 Park Offices, Suite 204
Research Triangle Park, North Carolina 27709-2746
(919) 549-8216

Board President: Richard A. Boyd
Executive Director: Charles J. Law, Jr.
Deputy Executive Director: Peirce Hammond

States Served: Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

Task		Key Staff
Task I:	Governance	Charles J. Law, Jr.
Task II:	School Improvement	Peirce Hammond
Task III:	State Policy	Joseph Haenn
Task IV:	R&D Resources	Peirce Hammond
Task V:	Collaboration	Charles J. Law, Jr. Peirce Hammond

Major Activities	
Improving Writing Skills	Naida Bagenstos
Making Effective Use of Technology	Doris Bethke
Improving Leadership Skills	Naida Bagenstos
State Policy and Educational Reform	Joseph Haenn
The Teaching Profession	Joseph Haenn
Improving Math Skills	Frederick Smith
Dropout Prevention	Frederick Smith
Rural and Small Schools	Peirce Hammond

OERI Institutional Liaison: John Coulson
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6133

Southwest Educational Development Laboratory (SEDL)

211 East Seventh Street
Austin, Texas 78701
(512) 476-6861

Board President: Jodie Mahony
Executive Director: Preston C. Kronkosky
Director of Institutional Communication and Development: David A. Wilson
Co-Directors, OERI Program: Martha Smith
David L. Williams, Jr.

States Served: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

Task		Key Staff
Task I:	Governance	Preston C. Kronkosky
Task II:	School Improvement	Martha Smith
Task III:	State Policy	Martha Smith
Task IV:	R&D Resources	David L. Williams, Jr.
Task V:	Collaboration	David Wilson

Major Activities

Improving Teacher and Administrator Performance	David L. Williams, Jr.
Improving School and Classroom Productivity	Martha Smith
Facilitating Student Achievement	David L. Williams, Jr.
Information Services for Education Decisionmakers	Martha Smith
Rural and Small Schools	Martha Smith David L. Williams, Jr.

OERI Institutional Liaison: Susan Talley
Programs for the Improvement of Practice
Educational Networks Division
(202) 357-6129

National Research and Development Centers
Mission and Functions

The National Research and Development Centers are university-based projects that focus research on topics of national significance to educational policy and practice. Each center works in a defined field on a multi-year (and usually multi-disciplinary) program of research and development. Each center's role is to:

Exercise leadership in its mission area.

Conduct programmatic research and development.

Attract the sustained attention of the best researchers to education problems.

Create a long-term interaction between researchers and educators.

Participate in a network for collaborative exchange in the education community.

Engage in a dissemination program.

OERI Coordinator for the National Research and Development Center Program:

James Fox
Office of Research
Office of the Director
(202) 357-6079

Center for Bilingual Research and Second Language Education

University of California
1100 Glendon Avenue, Suite 1740
Los Angeles, California 90024
(213) 825-8886

Director: Amado M. Padilla

Affiliated Institution: Center for Applied Linguistics (CAL)

Mission

This Center is also known as the Center for Language Education and Research (CLEAR). Its mission is to assist in developing a language-competent American society. Its primary goals are to develop the English language competence and academic skills of language minority students and to develop the second/foreign language experience and competence of English-speaking, monolingual students. In pursuit of these goals, CLEAR's staff of social science and education researchers are involved in research, development, and dissemination activities which will improve knowledge, instruction, curriculum and materials in bilingual and foreign language education.

Major Activities	Key Staff
Orientation Study	Amado Padilla, UCLA
Academic and Cognitive Skills Development	Evelyn Hatch, UCLA
Professional Development for Practitioners	Conception Valadez, UCLA John Crandall, CAL
Materials Development and Evaluation	Conception Valadez, UCLA Donna Christian, CAL
Transfer of Skills Across Languages	Evelyn Hatch, UCLA
Foreign Language Instruction Program Assessment	Rebecca Oxford, UCLA
Foreign Language and Mother Tongue Loss	John Clark, CAL

Major Activities	Key Staff
Programs that Jointly Meet the Needs of Language Minority and Majority Students	Kathryn Lindholm, UCLA

OERI Center Liaison: John Taylor
Office of Research
Learning and Instruction Division
(202) 357-6021

National Center on Education and Employment

Teachers College
Columbia University
Box 174
New York, New York 10027
(212) 678-3091

Director: Sue E. Berryman
Associate Director for Communication: Erwin Flaxman

Affiliated Institutions: The RAND Corporation and City University of New York, Graduate Center.

Mission

The Center's research program seeks to improve the knowledge base for deciding who should teach what work-related skills to whom, when, how, and for what purposes. Toward this objective, it supports research by economists, sociologists, psychologists, and policy analysts. The Center also has an active program to communicate this knowledge to those who can use it, and, in conjunction with policymakers, to explicate and synthesize its implications for work-related education in this country.

Major Activities	Key Staff
Trends in the Nature and Structure of Work	Thomas Bailey Thierry Noyelle
Cognitive Skills in the Workplace	Sylvia Scribner
Education and the Labor Market	Jacob Mincer Joseph Altonji
Community-Based Planning for Work-Related Education: Implications for Research and Policy	Thomas Glennan, Jr. James Harvey Anthony Pascal Arthur Wise Peter Morrison

OERI Center Liaison: Nabeel Alsalam
Office of Research
Higher Education and Adult Learning Division
(202) 357-6243

Center for Research on Elementary and Middle Schools

Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218
(301) 338-7570

Co-Directors: James McPartland
Edward McDill

Mission

The mission of the Center for Research on Elementary and Middle Schools is to produce useful knowledge about how elementary and middle schools can foster growth in students' learning and development. The work of the Center is designed to produce: (a) better scientific understanding of how elementary and middle schools can foster student learning of academic knowledge and skills and student development of valued personal characteristics such as strong self-concept, civic values, and independence; (b) research-based practical methods for improving the effectiveness of elementary and middle schools; and (c) specific strategies for implementing effective research-based school and classroom practices.

Major Activities	Key Staff
Program on Effective Elementary Schools	Robert Slavin Nancy Karweit
Program on Effective Middle Schools	Joyce Epstein James McPartland
Program on School Improvement	Gary Gottfredson Denise Gottfredson

OERI Center Liaison: René Gonzalez
Office of Research
Schools and School Professionals Division
(202) 357-6220

National Center on Effective Secondary Schools

Wisconsin Center for Education Research
University of Wisconsin
1025 West Johnson Street
Madison, Wisconsin 53706
(608) 263-7575

Director: Fred M. Newmann
Associate Director: Gary Wehlage

Mission

The Center seeks to learn how to improve student achievement in secondary schools. Special attention is directed to the needs of disadvantaged and less successful students. Research on improving academic achievement is guided by three central assumptions: (1) since the concept and measurement of achievement are problematic, the mission should not be simply to increase student scores on tests currently in use; (2) to improve academic achievement, we must first understand how to increase student engagement in academic work; and (3) although policies and conditions originating beyond the school have substantial impact on student achievement, more attention must be given to the strategies that teachers and administrators can use to alter conditions in schools to increase students' engagement and achievement.

Major Activities	Key Staff
Academic Achievement Clearinghouse	Fred Newmann
Higher-Order Thinking in the High School Humanities	Fred Newmann
The Stratification of Learning Opportunities in Middle and High Schools	Adam Gamoran Martin Nystrand
Programs and Policies to Serve At-Risk Students	Gary Wehlage
Alternative Structures and the Quality of Teacher Worklife	Karen Seashore Louis
Non-Instructional Influences on Adolescent Engagements and Achievement	B. Bradford Brown Laurence Steinberg

OERI Center Liaison: Oliver Moles
Office of Research
Schools and School Professionals Division
(202) 357-6207

National Center for Research to Improve Postsecondary Teaching and Learning

School of Education
University of Michigan
Ann Arbor, Michigan 48109-1259
(313) 936-2741

Director: Joan S. Stark
Associate Director: Wilbert J. McKeachie

Mission

The Center focuses research, development, and dissemination activities on college classroom learning and teaching strategies, curricular structure and integration, faculty attitudes and teaching behaviors, organizational practices, and use of emerging information technology. It emphasizes cognitive development of undergraduate students in colleges that concentrate on teaching as their primary mission. This emphasis was chosen because recent research in cognition holds great promise for improving learning and teaching in higher education.

Major Activities	Key Staff
Instructional Processes and Educational Outcomes	Wilbert J. McKeachie
Curricular Influences and Impacts	Joan S. Stark
Faculty As a Key Resource	Robert Blackburn
Organizational Context for Teaching and Learning	Marvin Peterson
Learning and Teaching and Technology	Robert Kozma
Research, Leadership, Design, and Integration	Wilbert J. McKeachie Joan S. Stark

OERI Center Liaison: Clifford Adelman
Office of Research
Higher Education and Adult Learning Division
(202) 357-6253

Center for Postsecondary Governance and Finance

Executive Office
University of Maryland - College Park
College of Education
6525 Belcrest Road, Suite 430
Hyattsville, Maryland 20782
(301) 454-1568

Executive Director: Richard P. Chait
Associate Director for Research: Frank Schmidtlein
Associate Director for Communication
and Administration: Kathryn Theus
Director of Collaborative Activities: Robert Berdahl

Affiliated Institutions: Arizona State University; Teachers College, Columbia University; and University of Wisconsin - Madison.

Mission

The mission of the Center is to improve the effectiveness, efficiency, and equity of teaching, research, and public service in postsecondary education. This mission is carried out through policy research and dissemination of information designed to improve governance, management, and finance practices. The Center is pursuing the concerns of postsecondary education at the institutional, inter-institutional, State, and Federal levels. This includes: 1) promoting learning through teaching, 2) creating knowledge through research and scholarship, and 3) disseminating knowledge and providing assistance through public service activities.

Major Activities	Key Staff
Examining postsecondary education finance	Lee Hansen Jacob Stampen Gregory Jackson John Lee Richard Anderson
Examining postsecondary education governance	Robert Birnbaum Robert Berdahl Marvin Peterson Richard Chait Frank Schmidtlein Richard Richardson Monique Clague Michael Nettles

OERI Center Liaison: Salvatore Corrallo
Office of Research
Higher Education and Adult Learning Division
(202) 357-6243

Center for Policy Research in Education

The Eagleton Institute of Politics
Rutgers, The State University of New Jersey
Wood Lawn - Neilson Campus
New Brunswick, New Jersey 08901
(201) 828-3872

Director: Susan Fuhrman

Affiliated Institutions: Stanford University, University of Wisconsin - Madison, and Michigan State University.

Mission

The Center produces research that: (1) is useful to policymakers and their constituents; (2) focuses on the relationships between policy and teaching, learning, school organization, and student performance; (3) strengthens the connections among policy, practice, and performance; (4) provides information about a range of policy approaches to influence education practice; (5) contributes to theory and knowledge about which policies work best under which circumstances; and (6) fosters a continuing and strengthened dialogue between the producers and consumers of research.

Major Activities	Key Staff
Curriculum and Student Standards	Bill Clune
Teacher Policies	Gary Sykes
Indicators and Monitoring	Craig Richards
New Roles and Responsibilities	Dick Elmore
Evolution of Reform	Susan Fuhrman

OERI Center Liaison: James Fox
Office of Research
Office of the Director
(202) 357-6079

Center for Research on Evaluation, Standards, and Student Testing

Regents of the University of California
Center for the Study of Evaluation
University of California at Los Angeles
Los Angeles, California 90024
(213) 825-4711

Co-Directors: Eva Baker (UCLA)
Graduate School of Education
145 Moore Hall, UCLA
Los Angeles, California 90024

Robert Linn (University of Colorado)
School of Education
Campus Box 249
Boulder, Colorado 80309

Affiliated Institutions: University of Chicago; University of Colorado; Educational Testing Service; University of Illinois; National Opinion Research Center; Arizona State University; and the University of California at Santa Barbara.

Mission

The Center's mission is to conduct research and development in the areas of testing and evaluation to assess and improve its impact on education quality.

Major Activities	Key Staff
Testing for the Improvement of Learning (Testing)	Eva L. Baker Robert Linn
Systems for Evaluating and Improving Educational Quality (Evaluation)	Eva L. Baker Robert Linn
Impact of Testing and Evaluation on Educational Standards, Policy and Practice (Impact)	Eva L. Baker Robert Linn

OERI Center Liaison: Doris Redfield
Office of Research
Learning and Instruction Division
(202) 357-6021

National Center for Research on Teacher Education

College of Education
Michigan State University
Erickson Hall
East Lansing, Michigan 48824-1034
(517) 355-9302

Director: Mary Kennedy
Associate Directors: Sharon Feiman-Nemser
Robert Floden
G. Williamson McDiarmid

Affiliated Institutions: University of Wisconsin - Madison; Education Matters, Inc., Cambridge, Massachusetts; Teachers College, Columbia University.

Mission

The National Center for Research on Teacher Education seeks to produce useful knowledge to improve the quality of teacher education. The Center views teacher education as one of many influences on teachers and examines the purpose and role of programs relative to these other influences. It asks what impact various approaches or alternatives to teacher education have on teachers and how particular kinds of learning opportunities influence teachers. These questions are examined as they relate to the teaching of two academic subjects: writing and mathematics. To date, there has been more argument than inquiry about these questions, and rarely have the issues been defined in a way that allowed careful investigation. Therefore, the Center's work consists as much of conceptual development as it does of gathering empirical data. The goal is to improve and expand conceptual and empirical studies of teacher education and teacher learning and, in so doing, to help focus debates about teacher education and inform teacher education policy and practice.

Major Activities	Key Staff
A Study of Program Purposes	Robert Floden
A Study of Program Character and Quality	Mary Kennedy
A Study of Teacher Learning	Mary Kennedy Robert Floden
Instrument Development	G. Williamson McDiarmid
Dissemination	Sharon Feiman-Nemser

OERI Center Liaison: Elizabeth A. Ashburn
Office of Research
Schools and School Professionals Division
(202) 357-6207

Center for the Study of Learning

Learning, Research and Development Center (LRDC)
University of Pittsburgh
3939 O'Hara Street
Pittsburgh, Pennsylvania 15260
(412) 624-4895

Co-Directors: Lauren Resnick, LRDC
Robert Glaser, LRDC
Associate Director: James Voss, Center for the Study of Learning

Mission

The Center seeks to create new knowledge that will be useful in teaching students how to become competent thinkers, learners, and problem solvers. The Center's research focuses on understanding the skills underlying successful thinking and learning in three areas of the school curriculum: mathematics, science, and social studies. The research is directed at children of all ability levels, from the hardest to teach to the most talented.

Major Activities	Key Staff
Mathematics Learning	Lauren Resnick Gaea Leinhardt Sharon Nelson-LeGall Stellan Ohlsson
Science Learning	Robert Glaser Michelene Chi
Social Studies Learning	James Voss Isabel Beck John Levine
Learning Skills	Charles Perfetti

OERI Center Liaison: Judith Segal
Office of Research
Learning and Instruction Division
(202) 357-6040

Center for the Study of Writing

School of Education
University of California, Berkeley
Berkeley, California 94720
(415) 643-7022

Director: Sarah Freedman

Affiliated Institution: Carnegie-Mellon University

Mission

The primary mission of the Center for the Study of Writing is to improve the teaching and learning of writing. Focusing on writing as a means of communication, a skill to be developed, and a way to help students learn across the disciplines, the Center encourages research that places emphasis on learning and on the teacher's interaction with the learner. The Center's major goal is to engage in "practice-sensitive" research that will create "research-sensitive" teachers. Its major objective is to develop workable theories that will increase the number of successful writers as well as stimulate further research.

Major Activities	Key Staff
Writing and the Writer	Anne Haas Dyson, Berkeley Linda Flower, CMU J. R. Hayes, CMU
Writing and Instruction	Sarah Freedman, Berkeley Mary Sue Ammon, Berkeley Paul Ammon, Berkeley Donald McQuade, Berkeley Nancy Sommers, Rutgers Guadalupe Valdes, Berkeley Jenny Cook-Gumperz, Berkeley
Interactions: Writing and Reading; Writing and Speaking; Writing and Computers	Richard Anderson, Center for the Study of Reading, Illinois Wallace Chafe, University of California at Santa Barbara

OERI Center Liaison: Eleanor N. Chiogioji
Office of Research
Learning and Instruction Division
(202) 357-6021

Educational Technology Center

Harvard Graduate School of Education
337 Gutman Library
6 Appian Way
Cambridge, Massachusetts 02138
(617) 495-9373

Co-Directors: Judah L. Schwartz
Martha Stone Wiske

Affiliated Institutions: Cambridge, Newton, Ware, and Watertown, Massachusetts school systems; Education Collaborative for Greater Boston; Education Development Center; and Educational Testing Service.

Mission

The Center's goal is to find ways of using the computer and other information technologies to teach science, mathematics, and computing more effectively. Research focuses on "targets of difficulty" that were identified by subject matter experts, researchers, and teachers. Mathematics work focuses on word problems, algebra, and geometry. Projects in all three areas use the computer's capacity to provide concrete representation of difficult-to-grasp concepts. Two science projects examine the use of simulations to teach concepts of weight and density, and heat and temperature, while a third science project focuses on teaching the process skills involved in scientific inquiry and the nature of science as an enterprise. Also underway are computer education projects aimed at clarifying students' difficulties in learning to program and at exploring the classroom usefulness of software applications. Two additional projects explore the educational potential of emerging technologies.

Major Activities	Key Staff
Mathematics Program	James Kaput
Science Program	Susan Carey
Computer Education Program	David N. Perkins
New Technologies Program	Judah L. Schwartz

OERI Center Liaison: Ram Singh
Office of Research
Learning and Instruction Division
(202) 357-6032

Reading Research and Education Center (RREC)

University of Illinois
174 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820
(217) 333-2552

Co-Directors: Richard C. Anderson
P. David Pearson
Associate Director: Jean Osborn

Sub-Contractor: Bolt, Beranek and Newman, Inc.

Mission

The primary mission of the Center is to conduct research that will help us to become "a nation of readers" through applied and basic research activities in teaching and learning. RREC's aim is to produce knowledge that will benefit practitioners and others. Focusing on higher-order literacy skills and on the reading of content texts, the Center's research program addresses the following:

- Acquisition of Knowledge and Skills: How can students learn the skills that will enable them to acquire knowledge from textbooks in different academic subjects?
- Instruction in Reading: How can teachers become more effective in helping students learn to read?
- Text Structure: How can textbooks be improved to optimize student learning?
- Testing of Reading Proficiency and Evaluation of Instruction: How can reading proficiency be better measured and how can various instructional approaches be validated?

The Center also has three major institutional activities that are designed to ensure that knowledge about reading becomes infused into practice: (1) improving school textbooks, (2) improving teacher education, and (3) raising the level of literacy about literacy.

Major Activities	Key Staff
Acquisition of Knowledge and Skills	William Brewer Jana Mason George McConkie Linda Meyer Stella Vosniadou

Major Activities	Key Staff
Instruction in Reading	Dolores Durkin Bertram Bruce William Nagy Jean Osborn Andee Rubin
Text Structure	Richard C. Anderson Thomas Anderson Bonnie Armbruster Rand Spiro
Testing of Reading Proficiency and Evaluation of Instruction	Joseph Campione Robert Linn David Pearson

OERI Center Liaison: Anne E. Sweet
Office of Research
Learning and Instruction Division
(202) 357-6032

Center for Research on the Context of Secondary School Teaching

Stanford University
School of Education
CERAS Building
Stanford, California 94305
(415) 723-4972

Director: Milbrey W. McLaughlin
Associate Director: Joan E. Talbert

Affiliated Institution: Michigan State University

Mission

The "School Context" Center mission is to discover how working conditions and other circumstances in schools affect teachers, promote or hinder effective teaching and, ultimately, affect student outcomes. An important objective of the Center is to provide policymakers and practitioners with information about how school policies and practices, especially those associated with recent reforms, relate to the school context, teachers, and teaching.

Major Activities	Key Staff
Program Area 1: Conceptualization and Development	Milbrey W. McLaughlin
Program Area 2: The Relationship of Context to School Workplace Conditions, Teaching, and Student Outcomes	Joan E. Talbert
Program Area 3: State Reform and Teacher Contexts	Michael W. Kirst
Program Area 4: Special Studies Inner City, High Poverty Schools Alternative Schools	Milbrey W. McLaughlin

OERI Center Liaison: Elizabeth J. Demarest
Office of Research
Schools and School Professionals Division
(202) 357-6207

Arts Education Research Center

New York University
School of Education, Health,
Nursing, and Arts Professions
32 Washington Place, #31
New York, New York 10003
(212) 998-5050

University of Illinois
at Urbana - Champaign
College of Applied and Fine Arts
105 Davenport House
809 South Wright Street
Champaign, Illinois 61820-6219
(217) 333-2186

Directors: Jerrold E. Ross (New York University)
Theodore Zernich (University of Illinois)

The Arts Education Research Center is jointly funded by the National Endowment for the Arts (NEA) and the Office of Educational Research and Improvement (OERI). The NEA administers and monitors the Center. The Arts Education Research Center has two locations: New York University and the University of Illinois, Urbana - Champaign.

Mission

The New York University (NYU) Arts Education Research Center's mission is to conduct research that uses both qualitative and quantitative methodologies to study the following three areas that have direct impact on the teaching of art and music at the secondary level: (1) the nature of aesthetic response; (2) strategies for teaching; and (3) curriculum development designed to elicit such response. Second year research activities involve teachers in rural and suburban areas. In the third year of research, a third art discipline (dance or literature) will be added to the plan of work. The NYU Arts Center's primary objective is to identify and/or create models of excellence in teaching the arts, demonstrate how and why these models work, and disseminate the results of such research so that the models can be replicated in public and private schools across the nation.

The University of Illinois (UI) Arts Education Research Center is dedicated to developing a deeper understanding of the complex issues surrounding teaching, learning, and evaluation in the arts at the elementary and secondary levels. The principal mission is to provide national leadership in three related areas: (1) conducting research that is germane to schools and schooling and that assesses the acquisition of knowledge and skills in the arts; (2) conducting research related to teaching and learning in the arts in elementary and secondary school settings; and (3) providing leadership for the arts teaching profession by disseminating information and organizing collaborative exchanges.

These institutions coordinate their research agendas and collaborate on research activities and findings. The activities of the Center are overseen by a single National Advisory Panel.

Major Activities	Key Staff
<u>New York University</u>	
Processes of Successful Teaching in Arts Education	Jerrold E. Ross Ellyn Burke
Videotape Documentation of Successful Teaching in Arts Education	Jerrold E. Ross Ellyn Burke
<u>University of Illinois</u>	
Development and Validation of Secondary Achievement Test in the Area of Artistic Processes and Techniques in Art History	George Hardiman
National Study of Literacy and Art Education	Ralph Smith
Role of Music in General Education	Harry S. Broudy
Surveys of Art, Visuals, Dance, and Drama in the Elementary and Secondary Schools	
Drama/Theatre	Burnet Hobgood
Visuals	George Hardiman
Dance	Patricia Knowles
Influence of Cultural Condition on the Learning of Art	Brent Wilson
Development of Computer Assisted Testing (Music Education)	David Peters
Design of Studies in Dance	Patricia Knowles
Design of Studies in Theatre	Burnet Hobgood
Status Survey of Music Education in Elementary and Secondary Schools	Richard Caldwell
Motivation in Music	Martin Maehr
Arts Education Field Work: Observational Studies	Robert Stake

Center Liaisons:

NEA Center Liaison: Warren B. Newman
National Endowment for the Arts
(202) 682-5400

OERI Center Liaisons: Eleanor N. Chiogioji
Rita R. Foy
Office of Research
Learning and Instruction Division
(202) 357-6021

Center for the Learning and Teaching of Elementary Subjects

Michigan State University
College of Education
East Lansing, Michigan 48824
(517) 353-6470

Co-Directors: Jere Brophy
Penelope L. Peterson

Mission

The Center for the Learning and Teaching of Elementary Subjects has prepared a plan to: identify exemplary practices, particularly for teaching and learning problem-solving and higher-order thinking; develop and test hypotheses through school-based research; and make specific recommendations for improvement of school policies, instructional materials, assessment procedures, and teaching practices. The Center focuses on the issues of: (1) what content should be taught, (2) how teachers frame and focus their teaching to best utilize their resources, and (3) in what ways good teaching is subject-matter specific. The Center addresses these issues as they relate to the elementary education subject areas of arts education, literature, math, science, and social studies.

Major Activities	Key Staff
Ideal Curriculum, Instruction, and Assessment Practices in Elementary Content Areas	Jere Brophy
Integrated Studies of Current Practice	Penelope L. Peterson
Improvement of Existing Practice	Jere Brophy Penelope L. Peterson

OERI Center Liaison: John L. Taylor
Office of Research
Learning and Instruction Division
(202) 357-6021

Center for the Learning and Teaching of Literature

State University of New York at Albany
School of Education
1400 Washington Avenue
Albany, New York 12222
(518) 442-5026

Director: Arthur N. Applebee
Co-Directors: Judith Langer
Alan Purves

Mission

The mission of the Center for the Learning and Teaching of Literature is: to provide an intellectual focus for literature research and practice; to conduct research that contributes to the improvement of teaching and learning; and to act as a clearinghouse that promotes good practice in the teaching of literature. The goal of the Center is to explore fundamental issues in the literature curriculum which have potential for improving classroom practice. To achieve this goal, the Center is examining the amounts and types of literature to which students are exposed, the objectives of the literature curricula, and the assessment of student performance. The programmatic research concerns are organized in three broad areas: (1) Current Emphases in Instruction, which examine the major alternatives to current emphases in the curriculum, primarily through systematic study of the content and the organization of literature instruction in unusual programs across the United States and in other nations; (2) Teaching and Learning Processes, which examine the ways in which individual readers approach individual texts and the interactions between classroom approaches and what readers learn to do; and (3) Assessment, which examines the ways in which literature is assessed and the relationships among the different kinds of literary knowledge represented. The research findings will be applicable to grades K-12 in both public and private schools.

Major Activities	Key Staff
Current Emphases in Curriculum and Instruction	Arthur Applebee Sean Walmsley
Teaching and Learning Processes	Judith Langer Eugene Garber James Marshall
Assessment	Alan Purves Peter Johnston

OERI Center Liaisons: Eleanor N. Chiogioji
Rita R. Foy
Office of Research
Learning and Instruction Division
(202) 357-6021

Center for the Learning and Teaching of Mathematics

Wisconsin Center for Education Research
University of Wisconsin at Madison
1025 West Johnson Street
Madison, Wisconsin 53706
(608) 263-4285

Director: Thomas A. Romberg

Affiliated Institution: The Mathematical Sciences Education Board, Washington, D.C.

Mission

The Center for the Learning and Teaching of Mathematics has a research program that seeks to provide a research base for the reform movement in school mathematics. The Center has contracted with the Mathematical Sciences Education Board to assist with its research, development, and dissemination activities. The Mathematics Center is addressing effective instructional strategies and processes specific to mathematics content matter, the relationship between mathematics content matter and the curriculum, and, mathematics assessment. The activities focus on two areas: Instruction/Learning and Curriculum/Assessment. The programmatic research design addresses: (1) how to build relationships between research on students' cognition and problem-solving ability and research on instruction in the content specific areas of Early Arithmetic, Algebra, Geometry, and Rational Numbers; and (2) how to build a relationship between current efforts to reform the school mathematics curriculum and the procedures and techniques of assessing student achievement in mathematics as a result of studying the curriculum. The latter relationship examines the nature of the current curriculum reform movement, the state of current practice and the problem of curriculum alignment, and the influence of assessment in the curriculum.

Major Activities	Key Staff
Cognitively Guided Instruction in Mathematics Education	Elizabeth Fennema Thomas Carpenter
Learning and Instruction of Algebra, Early Arithmetic, Geometry, and Rational Numbers	Elizabeth Fennema Thomas Carpenter
Mathematics Curriculum Study	Thomas Romberg
Assessment of Mathematics	Thomas Romberg

OERI Center Liaison John L. Taylor
Office of Research
Learning and Instruction Division
(202) 357-6021

Research Synthesis Center for the Teaching, Learning, and Assessment of Science

The Network, Inc.
290 South Main Street
Andover, Massachusetts 01810
(617) 470-1080

Director: Senta Raizen

Affiliated Institution: Biological Sciences Curriculum Study (BSCS)

Mission

The Research Synthesis Center for the Teaching, Learning, and Assessment of Science provides conceptual and practical leadership across areas of major interest in science education, by promoting changes in state and local education agency policies that affect science assessment, curriculum, and instruction. In doing so, the Center is serving as a mechanism to bridge gaps between research and practice in science education by synthesizing what is known from current research and practice. The Center's research agenda is comprised of a series of integrative studies that enable it to: (1) understand the current status of assessment, curriculum, and instruction in science; (2) enhance, link, and integrate current efforts to establish what ought to be the future state of science education; and (3) create products and processes that help science education progress toward its stated goals. The Biological Sciences Curriculum Study (BSCS) assists in carrying out the mission and activities of this Center.

Major Activities	Key Staff
Assessment of Science	Senta Raizen
Science Curriculum Study	Roger Bybee
Science Instruction Study	Susan Loucks-Horsley

OERI Center Liaisons: John L. Taylor
Wanda D. Chambers
Office of Research
Learning and Instruction Division
(202) 357-6021

Educational Resources Information Center (ERIC)
Clearinghouses and System Components

The Educational Resources Information Center (ERIC) is a national education information system responsible for developing, maintaining, and providing access to the world's largest education research database.

The ERIC system includes a network of clearinghouses, each of which acquires and reviews documents and prepares indexes and abstracts. With the assistance of the ERIC Processing and Reference Facility, these document abstracts are entered into the ERIC database. The database, which contains over 650,000 abstracts, is made available to a wide variety of users through multiple means, including microfiche collections (available in over 700 libraries around the world) and through vendor-provided online and compact disk-read only memory (CD-ROM) searching. Users may gain entry to the ERIC database in libraries, in schools or in their homes through periodical catalogs of current documents, or computer terminals with CD-ROM capability or online access to the ERIC database.

Periodic reports, digests, and other documents are prepared by the clearinghouses, each of which covers education research and practice in an assigned topic area. Each clearinghouse also provides a variety of user services, including training, and responds to numerous individual requests for information.

OERI Director of the Educational Resources Information Center Program:

Robert M. Stonehill
Information Services
Education Library Division
(202) 357-6088

ERIC Clearinghouse on Adult, Career, and Vocational Education

Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210-1090
(614) 486-3655
(800) 848-4815

Director: M. Susan Imel
Associate Director: Wesley E. Budke
User Services Coordinator: Judy O. Wagner

Subject Areas:

All levels of adult and continuing education from basic literacy training through professional skill upgrading; vocational and technical education covering all service areas for secondary, postsecondary, and adult populations; career education and career development programs for all ages and populations in educational, institutional, business, and industrial settings.

OERI Project Officer: Sam Pisaro
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6378

ERIC Clearinghouse on Counseling and Personnel Services

University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
(313) 764-9492

Director: Garry R. Walz
Assistant Director for Processing: Nancy Beekman
Assistant Director for Acquisitions: Kathy Bidelman
User Services Coordinator: Debbie Herbert

Subject Areas:

Preparation, practice, and supervision of counselors at all education levels and in all settings; theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

OERI Project Officer: Sam Pisaro
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6378

ERIC Clearinghouse on Educational Management

University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
(503) 686-5043

Director: Philip K. Piele
Associate Director: Keith Acheson
Assistant Director: Stuart C. Smith
User Services Coordinator: Mary Lou Finne

Subject Areas:

All aspects of the administration, leadership, finance, governance, and structure of public and private education organizations at the elementary, middle, and secondary levels, including facility planning, design, construction, equipment and furnishing, and maintenance; preservice and inservice preparation of administrators. Topics covered include: the social, technological, political, and legal contexts of education organizations, and of State and Federal programs and policies, and traditional and alternative schools.

OERI Project Officer: Dorothy Myers
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6849

ERIC Clearinghouse on Elementary and Early Childhood Education

University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801-4897
(217) 333-1386

Director: Lilian G. Katz
Associate Director: Mima Spencer
Associate Director: Dianne Rothenberg
User Services Coordinator: Norma Howard

Subject Areas:

All aspects of the cognitive, emotional, social and physical development and education of children from birth through early adolescence, excluding specific elementary school curriculum areas. Among the topics covered are: prenatal and infant development and care; child care programs and community services for children at local, state, and federal levels; parent, child, and family relationships; home and school relationships; technology and children; preparation of early childhood teachers and caregivers; foster care and adoption; theoretical and philosophical issues related to children's development and education.

OERI Project Officer: Susan Klein
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6089

ERIC Clearinghouse on Handicapped and Gifted Children

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
(703) 620-3660

Director: Donald K. Erickson
Associate Director for Dissemination and Products: Jean Nazzaro
Associate Director for Technical Operations: Judi Conrad
Associate Director for OSERS/SEP Project: Kathleen McLane
User Services Specialist: Crystel Kurtzberg

Subject Areas:

All aspects of the education and development of handicapped persons, including prevention of handicaps, identification and assessment of handicaps, and intervention and enrichment programs for the handicapped both in special settings and within the mainstream. All aspects of the education and development of gifted persons.

OERI Project Officer: Kevin Arundel
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6289

ERIC Clearinghouse on Higher Education

George Washington University
One Dupont Circle, NW, Suite 630
Washington, D.C. 20036-1183
(202) 296-2597

Director: Jonathan D. Fife
Associate Director: Marilyn Scutt Shorr
Assistant Director: Lynn Barnett
User Services Specialist: Vi Walker

Subject Areas:

Education beyond the secondary level that leads to a four-year, masters, doctoral, or professional degree and that includes courses and programs designed to enhance or update skills obtained in these degree programs. Covers student programs, conditions, or problems at colleges and universities. Areas include: academic advising; university and college faculty; graduate and professional education; professional continuing education; governance and management of higher education institutions; legal issues and legislation; financing; planning and evaluation; facilities -- their structural design, management implications, curriculum and instructional problems, programs, and development; and business or industry education programs leading to a degree.

OERI Project Officer: Nancy Krekeler
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6289

ERIC Clearinghouse on Information Resources

030 Huntington Hall
Syracuse University
Syracuse, New York 13244-2340
(315) 423-3640

After July 1, 1988: (315) 443-3640

Director: Donald P. Ely
Associate Director: Michael Eisenberg
User Services Coordinator: Pamela W. McLaughlin

Subject Areas:

Educational technology and library and information science at all levels. Instructional design, development, and evaluation with emphases on educational technology, along with the media of educational communication: computers and microcomputers, telecommunications (cable, broadcast, satellite), audio and video recordings, film and other audiovisual materials, as they pertain to teaching and learning. Within library and information science, the focus is on the operation and management of information services for education-related organizations. All aspects of information technology related to education are considered within this scope.

OERI Project Officer: Kevin Arundel
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6846

ERIC Clearinghouse on Junior Colleges

University of California at Los Angeles
Mathematical Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
(213) 825-3931

Director: Arthur M. Cohen
Associate Director for Processing: Anita Y. Colby
User Services Coordinator: Mary Hardy

Subject Areas:

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Organization, administration, finance, governance, role and mission, and futures of such institutions; staff preparation, development, and evaluation; curricula and program; teaching methods; student services; libraries and learning resource centers; methodologies of research applied to two-year colleges.

OERI Project Officer: Sam Pisaro
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6378

ERIC Clearinghouse on Languages and Linguistics

Center for Applied Linguistics (CAL)
1118 22nd Street, NW
Washington, D.C. 20037-0037
(202) 429-9551

Director: Charles W. Stansfield
Associate Director: Jeanne Rennie
User Services Coordinator: Bill Code

Subject Areas:

Languages and language sciences; theoretical and applied linguistics; all areas of foreign language, second language, and linguistics instruction, pedagogy, or methodology; psycholinguistics and the psychology of language learning; cultural and intercultural context of languages; application of linguistics in language teaching; bilingualism and bilingual education; sociolinguistics; study abroad and international exchanges; teacher training and qualifications specific to the teaching of foreign languages and second languages; commonly and uncommonly taught languages, including English as a second language; related curriculum developments and problems.

OERI Project Officer: Robert Thomas
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6925

ERIC Clearinghouse on Reading and Communication Skills

Indiana University
Smith Research Center
Suite 150
2805 East 10th Street
Bloomington, Indiana 47405
(812) 335-1236

Director: Carl B. Smith
Associate Director: Roger Farr
Assistant Director: Eleanor Macfarlane
User Services Coordinator: Eleanor Macfarlane

Subject Areas:

Reading, English, and communication skills (verbal and nonverbal) preschool through college; education research and development in reading, writing, speaking, and listening; identification, diagnosis, and remediation of reading problems; speech communication, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instructional development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

OERI Project Officer: Robert Thomas
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6925

ERIC Clearinghouse on Rural Education and Small Schools

Appalachia Educational Laboratory, Inc.
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325
(304) 347-0400
(800) 624-9120

Director: C. Todd Strohmenger
Associate Director: Craig B. Howley
User Services Specialist: Vacant

Subject Areas:

Covers economic, cultural, social, or other factors related to education programs and practices for rural residents; American Indians/Alaska Natives, Mexican Americans, and migrants; education practices and programs in all small schools; outdoor education. Includes programs, practices, and materials that provide learning experiences designed to meet the special needs of rural populations and schools where conditions of smallness are a factor.

OERI Project Officer: Patricia Coulter
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6286

ERIC Clearinghouse on Science, Mathematics, and Environmental Education

Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
(614) 292-6717

Director: Robert W. Howe
Associate Director for Science Education: Stanley L. Helgeson
Associate Director for Mathematics Education: Marilyn N. Suydam
Associate Director for Environmental Education: John F. Disinger
Senior Associate Director for Administration
and User Services: Patricia E. Blosser

Subject Areas:

Science, mathematics, environmental, and engineering education at all levels, and within these broad subject areas, the following topics: development of curriculum and instructional materials; teachers and teacher education; learning theory/outcomes (including the impact of factors such as interest level, intelligence, values, and concept development upon learning in these fields); education programs; research and evaluative studies; media applications; computer applications.

OERI Project Officer: Susan Klein
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6089

ERIC Clearinghouse on Social Studies/Social Science Education

Social Studies Development Center
Indiana University
Smith Research Center
2805 East Tenth Street, Suite 120
Bloomington, Indiana 47405-2373
(812) 335-3838

Director: John J. Patrick
Associate Director: C. Frederick Risinger
Assistant Director for Processing: Jane Henson
Assistant Director for User Services: David Seiter

Subject Areas:

All levels of social science education (history, geography, anthropology, economics, sociology, social psychology, political science); applications of theory and research to social science education; values education, contributions of social science disciplines; comparative education (K-12); social studies content and curriculum materials on subjects such as law-related education, bias and discrimination, and aging. Also includes the humanities (music and art).

OERI Project Officer: Kevin Arundel
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6846

ERIC Clearinghouse on Teacher Education

American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, NW, Suite 610
Washington, D.C. 20036-2412
(202) 293-2450

Director: Mary E. Dilworth
Associate Director for Management: Margaret Mann
Associate Director for Health and Physical Education: Laurie Priest
User Services Coordinator: Dorothy K. Stewart

Subject Areas:

School personnel at all levels; teacher selection and training, preservice and inservice preparation, and retirement; the theory, philosophy, and practice of teaching; curricula and general education not specifically covered by other clearinghouses. Also includes all aspects of physical education, health, dance, and recreation education.

OERI Project Officer: Patricia Coulter
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6286

ERIC Clearinghouse on Tests, Measurement, and Evaluation

American Institutes for Research (AIR)
Washington Research Center
1055 Thomas Jefferson Street, NW
Washington, D.C. 20007
(202) 342-5060

Address after September 1, 1988:

3333 K Street, NW
Washington, D.C. 20007

Director: Lawrence M. Rudner
Associate Director: Lauress Wise
User Services Coordinator: Paula Hannaman

Subject Areas:

Assessment and evaluation of education projects or programs; tests and other measurement devices; methodology of measurement and evaluation; research design and methodology; human development; and learning theory in general.

OERI Project Officer: Robert Stonehill
Information Services
Education Library Division
Educational Resources Information Center
(202) 357-6088

ERIC Clearinghouse on Urban Education

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 303, Box 40
525 West 120th Street
New York, New York 10027-9998
(212) 678-3433

Director: Erwin Flaxman
Assistant Director: Anane Olatunji
User Services Coordinator: Anane Olatunji

Subject Areas:

Programs and practices in schools in urban areas and the education of racial/ethnic minority children and youth in various settings -- local, national, and international; the theory and practice of education equity; urban and minority experiences; and urban and minority social institutions and services.

OERI Project Officer: Dorothy Myers
Information Services
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Educational Resources Information Center
(202) 357-6849

ERIC Processing and Reference Facility

ORI, Inc., Information Systems
4350 East-West Highway, Suite 1100
Bethesda, Maryland 20814-4475
(301) 656-9723

Director: Ted Brandhorst
Associate Director: Pat Brown

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OERI Project Officer: James Prevel
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Alexandria, Virginia 22304-5110
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(202) 357-6847

National Education Longitudinal Study of 1988 (NELS:88)

National Opinion Research Center (NORC)
1155 East 60th Street
Chicago, Illinois 60637
(312) 702-8998

Project Director: Calvin Jones
Associate Project Director: Steven Ingels

Affiliated Institutions: Education Testing Service (ETS) and WESTAT.

Mission

NELS:88 is a longitudinal study that begins with a survey in 1988 of eighth grade students, their schools, teachers, and their parents. This study will track the critical transitions experienced by young adults as they progress through junior high school, high school, and postsecondary education into the world of work. This cohort will yield policy-relevant information about topics such as effective high schools, discipline, homework, coursetaking patterns, cognitive ability, dropouts, private schools, vocational education, special education, instruction for limited-English-speaking students, postsecondary access and choice, student financial assistance, employment during high school and college, transfer behaviors, vocational training, on-the-job training, labor force participation, employment stability, family formation, and graduate/professional training.

Major Activities	Key Staff
Student Survey	Steven Ingels (NORC)
Principal Survey	Rocco Russo (WESTAT)
Parent Survey	Mary O'Brien (NORC)
Teacher Survey	Rocco Russo (WESTAT)
Survey Sampling	Martin Frankel (NORC)
Cognitive Test Development	Don Rock (ETS)

OERI Project Monitor: Jeffery Owings
Center for Education Statistics
Elementary/Secondary Outcomes Division
(202) 357-6777

National Assessment of Educational Progress (NAEP)

Educational Testing Service
P.O. Box 2923
Princeton, New Jersey 08541
800-223-0267

Executive Director: Archie Lapointe
Associate Director: Ina Mullis

Mission

NAEP surveys the educational attainment of 9-year-olds, 13-year-olds, 17-year-olds, and at grades 4, 8, and 12, and periodically, young adults. The surveys are conducted in areas such as art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies and writing. Different learning areas are assessed every two years, and all areas are periodically reassessed to measure changes in educational achievement. Since 1969, about 1 million young Americans have been assessed by NAEP in 10 different subject areas. NAEP is not intended to support or evaluate any specific education concept, program, or approach.

OERI Institutional Liaison: Eugene Owen
Center for Education Statistics
Elementary/Secondary Outcomes Division
(202) 357-6746

DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA